

**Dominican University**  
**Graduate School of Library and Information Science**

LIS773: School Libraries

3 Credit Hours

Summer 2012

Tuesdays & Thursdays, 6:00 – 9:00 pm

Course Site: <http://lis773wyatt.wikispaces.com/>

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### **I. Course Description**

The course introduces students to the history, purpose, function, structure, and management of school libraries; provides practice for broad planning in curriculum, personnel, facilities, finance, acquisitions, and public relations; and examines contemporary issues, legislation, technologies, and service to the exceptional child.

### **II. Required Texts**

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: AASL.

Illinois School Library Media Association. (2010). *Linking for Learning*. 3<sup>rd</sup> edition. Canton, IL: ISLMA.

### **III. Supplemental Readings and Supplies**

Readings in addition to the required texts will be made available through the course site.

### **IV. Learning Objectives**

Students will:

- Examine the history, purpose, function, and structure of school libraries
- Realize the instructional, administrative, and leadership roles of school librarians
- See strategic planning as a means to manage human, financial, and physical resources in a school library
- Explore the professional literature to answer essential questions about school libraries
- Practice means for assessing and advocating for school libraries
- Analyze school libraries in action through field observations and interviews
- Articulate a personal vision of a quality school library

### **V. Assignments and Course Requirements**

A. **Course Design.** Class time will include lecture, discussion, demonstrations, presentations, and time for collaboration. Students will have individual and group assignments.

B. **Assignments.** The assignments, which are worth a total of 100 points, are

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listed below. Please note all assignments should be posted and/or shared to the appropriate area of the course web space. Assignment descriptions and rubrics will be available on the course site. Please use either APA or MLA format (style and citation) where appropriate. Files that are submitted should be named using the formula lastname\_assignmentname.

**1. Personal Reflections – 15 points**

In order to get familiar with the professional literature and the landscape of the field, each student will complete **five** personal reflections on an aspect of a particular journal, blog, or other information resource related to school library practice and/or research. Each reflection should focus on a different resource in order to give each student exposure to the variety of available resources.

DUE July 10, July 17, July 24, July 31, and August 7

**2. Vision and Mission Statement – 5 points**

Each student will develop a vision and mission statement for a high quality school library media program based on standards and core competencies. You may choose to write general statements you can carry with you into practice or you may choose to write statement for a specific program, real or imagined.

DUE July 12

**3. Assessment of the School Library Program – 10 points**

Students will work in small groups to create a presentation of no more than fifteen minutes that assesses a district's school library program using *Linking for Learning*. Your group will represent librarians from schools in your district and make the presentation as if the audience is the school board, district administrators, and community members. Use whatever tools you deem necessary to make your presentation.

DUE August 2

**4. Issues in School Library Management Presentation – 20 points**

Students will each develop some expertise within a key area or topic of school library media management and share that expertise in a session for the class. The presentation will be 20 minutes and an accompanying research-based resource about the issue will be prepared. Students will choose topics from a list of possibilities. Other ideas are welcome but must be approved in advance. The presentation will include both oral and visual components.

DUE at time of presentation. Sign up for a date between July 10 – August 7. No more than two students may give their presentation on any one day.

**5. Interview and Action Plan – 20 points**

Normally this course includes a visit to multiple school libraries.

However, since our course falls at a difficult time to visit and see a school library in action, we are going to bring several practitioners to our class.

Each student will create EITHER a written report (aim for about 1200-1500 words in length) OR a multi-media object that details an action plan item for a school library that has been inspired by a need you discovered through talking with a librarian.

DUE August 9

**6. Creating a Professional Development Resource – 10 points**

As a group, we'll build a professional development resource for others in the profession. We have the opportunity to work with the ISLMA (Illinois School Library Media Association) Professional Development and Continuing Education representatives to produce a web-based resource that may help connect others in the profession with professional development opportunities.

DUE August 14

**7. Portfolio – 5 points**

The Illinois State Board of Education requires a professional portfolio for prospective educators. Students will begin to fulfill the portfolio requirement in LIS773 in preparation for the exit interview from the SLMP program. The LIS773 portfolio will contain aspects from your work completed in the course.

DUE August 16

**8. Class Participation and Commitment – 15 points**

It is expected that students will be active participants within the course. The course grade, particularly the class participation component, will be impacted by absences and missing class time. Students are expected to have read the assigned materials prior to class. Students are encouraged to share relevant prior knowledge and professional experiences that will help inform and enrich the class meetings. There will be some in class activities that will contribute to the class participation grade.

**VI. Assessment**

Graduate students are expected to attend each class, be punctual, and produce work of professional quality with citations wherever appropriate. It is also understood that graduate students have commitments outside of course work. It is the responsibility of the student to obtain any material covered or assignments missed. Missing class time may result in a grade deduction.

All course participants are expected to conduct themselves in accordance with the standards outlined in the academic integrity statement. "Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Failure to maintain academic integrity will not be tolerated." (DU 2008-2010 *Student Handbook and Planner*, 20)

All assignments will be due at the beginning of the class period. Late work will result in a grade reduction. All written work should be clear and error free.

**Grading Scale**

|        |       |       |       |       |       |       |          |   |   |
|--------|-------|-------|-------|-------|-------|-------|----------|---|---|
| A      | A-    | B+    | B     | B-    | C+    | C     | C-       | D | F |
| 95-100 | 90-94 | 85-89 | 80-84 | 75-79 | 70-74 | 65-69 | 64-below |   |   |

The faculty of the Graduate School of Library and Information Science use the following

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guidelines in grading:

| Grade | Numeric Equivalent | Definition  |
|-------|--------------------|---|
| A     | 4.0                | <b>Outstanding achievement.</b> Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations; nearly flawless work. |
| A-    | 3.67               | <b>Excellent achievement.</b> Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.                                |
| B+    | 3.33               | <b>Good solid work.</b> Student performance demonstrates strong comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.   |
| B     | 3.0                | <b>Satisfactory acceptable work.</b> Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.  |
| B-    | 2.67               | <b>Marginal work.</b> Student performance demonstrates incomplete, substandard understanding of course materials, or absence of required work; indicates danger of falling below acceptable grading standard.                 |
| C+    | 2.33               | <b>Unsatisfactory work.</b> Student performance demonstrates unsatisfactory understanding of course materials and inability to meet course requirements.  |
| C     | 2.0                | <b>Unacceptable work.</b> Student performance demonstrates incomplete and inadequate understanding of course materials.   |
| C-    | 1.67               | <b>Poor work.</b>   |
| F     | 0.0                | <b>Failing Grade.</b>   |

(DU GSLIS Bulletin, 23)

## VII. Course Calendar

### Session One, 7/3 - Introduction and Overview

Introductions, course requirements, and beginning exploration of what it is to be highly-qualified, professional school librarian and the standards for the 21<sup>st</sup> Century Learner.

READ: *AASL Standards for the 21<sup>st</sup>-Century Learner* – pdf and link provided to students

### Session Two, 7/5 – Envisioning Your School Library & Evaluating Your Program

Overview of SLMP requirements, history of school libraries and educational reform, and developing a mission and vision for a school library. Strategic planning and evaluation as a way of guiding and assessing school library program.

READ: *Linking for Learning*, p. 5-8, 16-18, 19-56

*Empowering Learners*, p. 5-8, 15-18 (part VI), 30-31

Guest: Don Hamerly, Director of SLMP at Dominican

### Session Three, 7/10 – Standards

An exploration of ISAIL, AASL Standards for the 21<sup>st</sup> Century Learner, and the Common Core with an eye toward how these standards guide what is happening in the school library program.

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READ: *Linking for Learning*, p. 10-14  
*Empowering Learners*, p. 9-15, 50-57  
ISAIL Standards – link provided on course site  
Common Core State Standards – link provided on course site

**DUE: Reflection #1**

Guest: Karen Smith-Cox, Standards Function Chair for ISLMA

**Session Four, 7/12 – Collaboration & Communication**

Working within a learning community, building collaborative partnerships, and using collaborating to impact student learning.

READ: *Linking for Learning*, p. 19-56 (take another look)  
*Empowering Learners*, p. 19-21

**DUE: Mission/Vision Statement Due**

**Session Five, 7/17 – Instruction & Assessment**

An examination of instructional strategies within the library program and methods of using formative and summative assessment.

READ: *Linking for Learning*, 76-77, 80-81, 92-93  
*Empowering Learners*, p. 25-28

**DUE: Reflection #2**

**Session Six, 7/19 – Transliteracy**

Discuss the role of the school library and librarian in addressing multiple literacies.

READ: *Linking for Learning*, p. 90-91  
*Empowering Learners*, p. 21-24

Guest: Debra Fagan, Learning Center Director at Rockland School

**Session Seven, 7/24 – Collection**

Discuss collection development, selection issues, and practices for developing and maintaining library collections, and strategies for staying up to date in a rapidly changing environment.

READ: *Empowering Learners*, p. 32

**DUE: Reflection #3**

**Session Eight, 7/26 – Learning Space → No Face-to-Face Class, Virtual Session**

Examine the school library's physical and virtual space.

READ: *Linking for Learning*, p. 82-83  
*Empowering Learners*, p. 29, 33-34

**Session Nine, 7/31 – Budget**

Maintaining a budget for the school library, examine models of budgeting, and sources of funding for libraries.

READ: *Linking for Learning*, p. 84-85  
*Empowering Learners*, p. 35-36

**DUE: Reflection #4**

**Session Ten, 8/2 – Policies and Management**

Discuss the importance of policies to the success of the school library program.

READ: *Linking for Learning*, p. 78-79

*Empowering Learners*, p. 37-40

**DUE: Assessment of the School Library Program**

**Session Eleven, 8/7 – Staffing**

Discuss the school librarian's role in developing and maintaining library support staff.

READ: *Linking for Learning*, p. 57-70

*Empowering Learners*, p. 32

**DUE: Reflection #5**

**Session Twelve, 8/9 – Outreach, Marketing, and Advocacy**

Examine ways to effectively market school library programs to stakeholders, develop outreach and advocacy efforts, and tackle the elevator speech.

READ: *Linking for Learning*, p. 72-75

*Empowering Learners*, p. 41-42

**DUE: Action Plan**

**Session Thirteen, 8/14 – Professional Development**

Look at ways to use professional development for building and maintaining the school library programs and developing a personal learning network (PLN).

READ: *Linking for Learning*, p. 88-89

**DUE: Creating a Professional Development Resource**

**Session Fourteen, 8/16 – Being a Professional & Leadership**

Discuss the school librarian's role in the learning community and the importance of forward-thinking leadership in the school library, course wrap-up.

READ: *Linking for Learning*, p. 86-87

*Empowering Learners*, p. 45-48

**DUE: Portfolio**